

BISMARCK STATE COLLEGE

LEARNING OUTCOMES ASSESSMENT

SUMMARY REPORT FOR 2001-2002

ASSESSMENT COMMITTEE

JANELLE MASTERS, COORDINATOR

September 9, 2002

Assessment Activities

Assessment activities got underway for the school year 2001-2002 on August 20 during the adjunct orientation and in-service evening. Approximately 30 adjuncts attended the evening which included an hour-long discussion on assessment led by the Assessment Coordinator Dr. Janelle Masters, and the Dean of Instruction Dr. Drake Carter. Assessment of student academic achievement was defined and examples were given to help adjuncts understand the need for assessment and the purpose of the program at BSC.

Further assessment activities were held on All-Faculty In-Service Day on August 27, 2001. A Power-Point presentation, spearheaded and presented by Jane Schreck with input from Sandy Fried, Wendy Pank, and Jane Schulz, was well-received by the faculty. Highlights of the presentation were audio and video testimonials by faculty outlining how they feel about the assessment process. The presentation gave an overview of the assessment program at BSC, its strengths and its weaknesses. Seven goals were highlighted: continue to enhance classroom assessment, expand institutional assessment, involve students in the assessment process, track students after BSC, assess pre-college courses, involve adjunct faculty in the process, and continue to use results to improve student learning.

Much progress has been achieved on these goals. All fulltime faculty and many of the adjunct faculty (10 out of 13 in the Communications group, 7 out of 9 in the Math, Science and Technology group, the one adjunct in the Social Science group, 3 out of 9 in the Arts and Humanities group) are using and refining course-embedded assessment to improve student learning in their classes. Full reports from each of the assessment groups are included later in this report. Surveys are being prepared to expand institutional assessment. The tracking of students will be more easily done once the new higher education statewide computer network is in place. The coordinator of developmental English has developed a pre-test—post-test system to assess pre-college English composition labs. Effective Reading 082 and College Writing Preparation 087 already have assessment criteria for required placement through ACT and COMPASS tests. Exiting students from these two courses are again tested through COMPASS.

On Thursday September 27th, from 3:00 to 5:00 pm, an assessment workshop was held for group leaders, adjuncts, and new faculty. Thirty-two faculty attended. Dr. Drake Carter, Dean of Instruction; Al Dockter, former Coordinator of Assessment; and Dr. Janelle Masters, Assessment Coordinator all gave brief talks. Jane Scheck then led the group through an exercise in how to develop effective Primary Traits Analysis scales like those we use in our course-embedded assessment process. Following this hour-long activity, group leaders met with their new faculty and adjuncts, training them in the assessment process.

Throughout the school year, the assessment coordinator met with the staff of the student newspaper, *The Mystician*, to inform them of the assessment program and to get their

input on how best to educate the student body, staff, and faculty. Instead of an article, a comic strip entitled *The Adventures of Captain Assessment* was instituted to great acclaim by *Mystician* readers. Its purpose was to inform and to entertain. Captain Assessment visited various places and people throughout the year, discussing assessment as she went, thereby informing the student body of key people and places, as well as the importance of assessment. Captain Assessment visited the president's office, the vice-president's office, the library, and had a bout of fisticuffs with her arch-nemesis, Negatron, the anti-assessment super villain.

The assessment coordinator also visited with the Board of Governors, the student governing group. She explained assessment to them and received their input on the issue. They asked that the coordinator write up one page that summarized the assessment program. This was done and distributed to all members of the Board of Governors. The following is that summary:

Assessment Program at BSC

The assessment program at Bismarck State College has been developed to improve student learning through improved teaching. Teachers set objectives for their classes, then conduct assessment activities during the semester to see how well students are meeting those objectives. Assessment tools vary, but may include such things as pre- and post-tests, special essays, projects, papers or assignments. While these may be graded, it isn't the grade that is of importance in assessment. Rather, it is the number of students (expressed as a percentage of the class) that achieved the desired level of performance on the item. Using this basic information, the instructor works with colleagues and students to determine what changes should be made to increase the number of students performing at the desired level.

The syllabus should explain the objectives of the course and indicate what will be assessed and how. Words such as "competencies" and "sub-competencies" identify specific skills or knowledge each successful student will be able to demonstrate by the end of the course. "Measures" tell, in general, how the instructor intends to determine the levels at which students operate throughout the semester.

Along with the course-embedded assessment already described in the previous two paragraphs, BSC's assessment program makes use of incoming assessment to help determine placement for students, standardized tests to assess achievement in general education, student surveys to gauge student satisfaction, as well as graduate and employer surveys to judge how well students are prepared for the job market.

In addition, we are expanding our assessment efforts to broad-based assessment of our students, targeting selected general education outcomes each year.

The assessment committee meets monthly and minutes are kept. The year was spent assessing our priorities and brainstorming effective ways to meet them. The committee decided that involving adjunct faculty and the continuation and expansion of assessment results to improve student learning are priorities. To have the keynote on assessment at the fall employee development day was an idea that grew out of the assessment committee as well as having advisors meet with their advisees in the morning of that day. The idea of offering student incentives (bookstore discount coupons, VIP student parking, gift certificates) to encourage student participation in the day was also a result of

assessment committee discussions. A sub-committee was formed to research and devise a broad-based assessment plan to assure our general education objectives are being met across the curriculum; that is, we need to make certain that the writing, for example is not only being taught in composition classes, but that students are also having that skill reinforced across the curriculum. A four-year plan is being developed.

Faculty traveled throughout the year to keep abreast of current thinking in assessment of student academic achievement. Three members of the assessment committee-- Barb Jirges, Dr. Jane Schulz, and Wendy Pank attended the Council of North Central Two Year Colleges in Flagstaff, Arizona, July 28-31. Four members, Janelle Masters, Barb Jirges, Ardyce Ketterling, and Lynette Painter traveled to Minneapolis in September for the Bush Conference with its theme on assessment. Four members attended the NCA Higher Learning Commission meeting in Chicago in March: Dr. Wayne Boekes, Janelle Masters, Dr. Jane Schulz, and Jane Schreck. Dr. Schulz also attended a workshop on general education assessment in Green Bay, Wisconsin.

Goals

The 2002-2003 school year will see the beginning of a broader-based assessment as another layer to course-embedded: the Science, Math and Technology and Social and Behavioral Sciences Groups will begin conducting broad-based assessment with the Communications and Humanities groups following suit the next school year. Each year, different outcomes will be spotlighted to ensure that all competencies are being met across the curriculum in a four year period.

Instead of an employee development day for the school year of 2002-2003, a campus development day is planned with assessment being a key element. In the morning, advisors will meet with their advisees in two different sessions, informing them of assessment as well as giving them academic advice. Then all advisors will give a state-mandated student-satisfaction survey, which will serve as an assessment tool. In the afternoon, all faculty and staff will meet at Seven Seas motel for development activities. The keynote will be on assessment as it applies to all aspects of our institution.

When comparing Academic Profile scores with other two-year colleges across the nation, BSC scored higher than the national average in the overall score. However, writing scores, when compared nationally, were not significantly higher at BSC and did not reflect the amount of gain that other colleges made. Indications from the Academic Profile test indicate a need for greater emphasis on developing writing skills. In response to this assessment data, Learning Communities are being developed with a writing intensive class being a part of the community. For example, a Learning Community entitled The River will be offered in Spring of 2003. A group of 23 students will take Composition II, History of the Western Frontier, and Beginning Birding. Composition II (English 120) is traditionally taught as an advanced writing class with a literature base. For this learning community, the base will be literature that reflects the culture of the west. Students will be asked to write about that literature as well as reflecting upon and

writing about the subject matter in the history and science courses in the community. A Learning Community entitled Body, Mind, and Spirit piloted BSC's efforts in the direction of Learning Communities in the spring of 2002. This cohort was made up of Communications (Public Speaking, a writing intensive class), World Religions, and Yoga. Thus, a student successively taking the cohort would complete seven credits of general education and have the added benefits of having the same fellow students with whom to discuss subject matter. In addition to the three classes already mentioned in the cohort, a capstone class of one credit was given to tie the experience together for the students. This class was taught as a discussion class and used The Lakota Way, a book by American Indian Joseph Marshall, as its textbook, thus strengthening BSC's commitment to diversity. A survey gauging the effectiveness of the cohort was given to the class with encouraging results. 100% of the class of nine felt that this type of class offering was beneficial and that more cohorts should be offered. BSC intends to continue to look at this type of class offering to strengthen student writing in diverse fields and to increase student retention through enhanced student community. Lynn Severson, faculty development coordinator, and Janelle Masters both attended a day-long workshop in Fargo offered by The Collaboration for the Advancement of College Teaching and Learning on April 22, 2002 outlining ways in which to develop and incorporate Learning Communities.

Summaries of General Education Group Reports

Communications – During the 2001-2002 academic year, all full-time faculty members in the Communications Department actively participated in BSC's assessment process, and 10 out of 13 of the adjunct faculty participated. Most instructors assessed two general education objectives: critical thinking or interpretive thinking and writing in the writing courses or speaking in the speech courses. We continued our practice of assessing all students in a section rather than just a select group, like the graduating sophomores who were assessed in the past.

Our assessment results continue to show that students need guidance in how to break down a project into manageable steps. That in itself is a valuable skill for students to learn, but also when students are required to complete projects in steps, their learning and performance improve. Both writing and speech instructors continue to see the need to use practice assignment to improve learning and performance. This was true of thinking skills developed through analysis, synthesis, interpretation, and discussion, as well as implementation skills needed for effective writing and speaking. Based on the indirect measure of the Sophomore Self-Assessment of Learning Survey, Communications instructors seem to be doing a better job of highlighting diversity issues in their courses. The study of values needs to be more clearly defined across campus before we can know how valid the data from that portion of this survey are.

Communications instructors are gaining confidence with the assessment process and will be encouraged to expand their efforts to include the assessment of more general education objectives. Still, the biggest challenge for Communications instructors is to

help students understand that the communication skills and habits they have learned in our writing and speech classes need to be applied to all aspects of their lives – academically, professionally, and personally. Many of our students take our Communications courses in their first two semesters. BSC needs to expand its assessment efforts to determine how successfully students are using their communication skills in later classes and in classes in other disciplines.

Arts and Humanities

The arts and humanities faculty assessed five different competencies: knowledge—519 students with 86.9% scoring above 2 on a PTA scale of 1-4; independent/interpretive/creative thinking—527 students with 89% scoring above 2 on a PTA scale of 1-4; critical thinking/problem solving—549 students with 92% scoring above 2 on a PTA scale of 1-4; values—23 students with 91% scoring above 2 on a PTA scale of 1-4; cultural diversity—56 students with 100% scoring above 2 on PTA scale of 1-4. The total number of students involved in assessment—627.

Thirteen out of fourteen fulltime faculty were involved in the assessment process with three out of the ten adjuncts participating. Most instructors plan to adjust their lectures or lesson plans after finding low scores in specific areas of their courses. They also plan to make instructions clearer in their daily lessons and on their syllabi. The group leader also developed a plan to assess private music lessons, courses that many adjuncts teach.

Math, Science, and Technology

Competencies for Math, Science, and Technology come from the students' need to have theoretical and practical knowledge of analytical processes. Student competency in critical thinking/problem solving was considered essential to all courses in MS and T. In addition, all faculty were able to identify a specific technology competency as essential to the courses they taught. Competency in Math and/or science was central to all MS and T courses. Faculty use the measures they feel give the best information about the level of learning achieved by their students.

The MS and T faculty were pleased especially with the success students had with classroom technology. The incorporation of new technology in 2001-2002 provided significant improvement for those wanting to make this change. The inclusion of new technology required additional time and affected the way the course was taught and assessed.

It is felt that faculty should not attach the assessment tool to the final exam as an ungraded exercise. This practice is ineffective and does not reflect student learning. Aside from that, the group leaders have noticed fewer problems with measurement tools and the assessment process and the faculty are becoming more comfortable with assessment.

The MS and T faculty responded favorably to receiving the summary of the report over the summer so adjustments could be made to their courses for the next semester. Here are some suggestions: 1. we need to make sure we are using updated forms that are accurately completed; 2. we need to assess two competencies for each general education course; 3. each course must be assessed at least once during the school year.

Social Science

The Social Science Faculty Group for Assessment is assessing three general education competencies that are held in common by all the Social Science courses: liberal knowledge, problem solving/critical thinking, and independent/creative/interpretive thinking.

The social science faculty assessment process begins by embedding assessment in the courses where the learning takes place, but ends with program-level decision making. This year the data were not condensed as in other years. It was decided by the group that numbers cannot be combined when they come from different methods of assessment. This is a new beginning in data analysis.

Overall, the assessment resulted in above average numbers. The interpretation category presented us with the lowest percentage, a 59%; both knowledge and critical thinking had a low of 64%. In all three categories, the high was 100%. There was great variability among the measures and within each course. Most courses scored fairly consistently across the board, where others lagged behind. The faculty are addressing the areas that were below the required level and will implement appropriate changes in the next course offering.

Administrative Assistant General, Legal and Medical

In the General program, at least 85% of completers achieved 85% or better on all competencies. In the Legal program, 78% of the students scored 80% or better on all competencies. For the Medical program, 74% of the student scored 80% or better on the competencies. Changes for the three programs, based on these results, include pre-test and post-test assessments, new transcription tapes, more emphasis on drill work.

Computer Support Specialist and Information Processing Specialist

In the Computer Support Specialist program, 75% or more of the students scored at least 70% or better on nine of the ten competencies. In the Information Processing Specialist program, 64% of the students passed the industry standard exams. Changes on the program, based on these results, include more examples, in-depth coursework, and exam-prep materials.

Residential Carpentry Assessment Narrative

The assessment methods include the use of National Center for Construction Research written and performance test and student and employer surveys.

The NCCER curriculum and testing is based on national standards, competencies and objectives. The testing includes written and performance tests to assess knowledge and skill. The curriculum is updated every three years. Based on the student's achievements on the tests it appears evident that continued use of current methods and materials is appropriate. The student and employer surveys show that both are satisfied with the level of training provided. Given these indicators the faculty of the Carpentry Program intends to continue to provide future educational opportunities substantially similar to those offered in the 2001-2002 school year.

Automotive Technology

The Automotive Technology program has three goals to accomplish in the 2002-2003 school year because of the assessment of the 2001-2002 school year.

First is the implementation of the 2002 NATEF standards. These will be out in July of 2002 and the instructors will be implementing the changes in the 2002 school year.

Secondly, the pre-post test scores in automatics need to be increased. To do this, the instructor will spend more time in theory and a little less time in the lab. There is no concern as to the amount of lab time, as the students well exceeded the requirements for tasks in automatics.

Finally, the program will improve and distribute the employer survey. The advisory committee has indicated that the survey only needs to be done every other year and that some refinement is needed.

Air Conditioning, Heating and Refrigeration

The assessment for this academic year started off with a student completer survey. We implemented a new survey form this year in hopes of receiving a more complete response from graduates. Past surveys have shown only about a 75% of the students returning the surveys. This year we did have 100% of our students complete a survey and return them, which has been unusual for students. We found that our students felt that the program adequately prepared them in most areas that they entered. They did feel that the lab projects needed to be cut back and would have liked to have welding reinstated. Our contractor survey also showed that the contractors would like the students to receive some instruction in welding, cutting and brazing, also. We will be rearranging part of our program to install a welding component, probably as soon as the 2002/2003 academic year.

Assessment of our task lists and curriculum has shown a need to upgrade some of the equipment we use in the labs to better prepare our students for new technologies. We will be changing some of the furnaces and purchasing modern equipment to meet these

needs. We are currently purchasing a variable speed trainer and automated layout design system. These should be in place and operable during the 2002/2003 academic year. Curriculum for both the Sheet Metal and the HVAC classes is reviewed and updated every three years by the National Center for Construction, Education and Research, which is based at the University of Florida.

Farm and Ranch Management

Record-keeping

- Successful completion of summer internship
 - 100% successful completion by all students enrolled
- Complete records and analysis for a complete calendar year
 - 100% completion by graduates in Farm & Ranch Management Program
- Employer survey after summer internship
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Student internship survey after summer internship
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Employer survey within one year of graduation
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Graduate survey
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Pre-test scores accessing Recordkeeping/Analysis = 41.5%
- Post-test scores accessing Recordkeeping/Analysis – 78.35%

Crop Science

- Employer survey after summer internship
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Student internship survey after summer internship
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Employer survey within one year of graduation
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Graduate survey
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Pre-test scores accessing Crop Science = 33.125%
- Post-test scores accessing Crop Science = 68.75%

Animal Science

- Employer survey after summer internship
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Student internship survey after summer internship
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Employer survey within one year of graduation
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Graduate survey
 - 100% of respondents indicated a satisfaction level of AVERAGE or above
- Pre-test scores accessing Animal Science = 41.67%

Post-test scores accessing Animal Science = 77.75%

Agriculture Mechanics

Employer survey after summer internship

100% of respondents indicated a satisfaction level of AVERAGE or above

Student internship survey after summer internship

100% of respondents indicated a satisfaction level of AVERAGE or above

Employer survey within one year of graduation

100% of respondents indicated a satisfaction level of AVERAGE or above

Graduate survey

100% of respondents indicated a satisfaction level of AVERAGE or above

Pre-test scores accessing Agriculture Mechanics = 50%

Post-test scores accessing Agriculture Mechanics = 55%

ACTION: Continue to work with advisory committee and agricultural groups to keep curriculum in pace with industry needs.

Electronics/Telecommunications Technology

The results of the graduate survey, employer survey, pre-test/post-test, and PTAs were all positive this year, indicating no major changes are necessary at this time. We will, however, rewrite the pre-test/post-test to reflect recent curriculum changes. These changes will specifically address the telecommunications courses that were added this year.

Welding

The welding program will be adding time in the lab for Shielded Metal Arc Welding, Flux Core Arc Welding, Gas Tungsten Arc Welding, along with Gas Metal Arc Welding certifications. The program currently is not running enough lab time in these certifications.

The program will also budget for pre-post test exams for Shielded Metal Arc Welding.

Agribusiness and Sales Service

Agribusiness Management

Successful completion of summer internship with minimum of 400 hours

100% completion by all students enrolled

Employer survey after summer internship

100% of respondents indicated a satisfaction level of AVERAGE or above

Student internship survey after summer internship

100% of respondents indicated a satisfaction level of AVERAGE or above

Employer survey within one year of graduation

100% of respondents indicated a satisfaction level of AVERAGE or above

Graduate survey

100% of respondents indicated a satisfaction level of AVERAGE or above
Pre-test scores accessing Recordkeeping/Analysis = 33.75%
Post-test scores accessing Recordkeeping/Analysis = 58.31%

Crop Science

Employer survey after summer internship
100% of respondents indicated a satisfaction level of AVERAGE or above
Student internship survey after summer internship
100% of respondents indicated a satisfaction level of AVERAGE or above
Employer survey within one year of graduation
100% of respondents indicated a satisfaction level of AVERAGE or above
Graduate survey
100% of respondents indicated a satisfaction level of AVERAGE or above
Pre-test scores accessing Crop Science = 35.44%
Post-test scores accessing Crop Science = 65.3%

Animal Science

Employer survey after summer internship
100% of respondents indicated a satisfaction level of AVERAGE or above
Student internship survey after summer internship
100% of respondents indicated a satisfaction level of AVERAGE or above
Employer survey within one year of graduation
100% of respondents indicated a satisfaction level of AVERAGE or above
Graduate survey
100% of respondents indicated a satisfaction level of AVERAGE or above
Pre-test scores accessing Animal Science = 41.67%
Post-test scores accessing Animal Science = 50%

Agriculture Mechanics

Employer survey after summer internship
100% of respondents indicated a satisfaction level of AVERAGE or above
Student internship survey after summer internship
100% of respondents indicated a satisfaction level of AVERAGE or above
Employer survey within one year of graduation
100% of respondents indicated a satisfaction level of AVERAGE or above
Graduate survey
100% of respondents indicated a satisfaction level of AVERAGE or above
Pre-test scores accessing Agriculture Mechanics = 42%
Post-test scores accessing Agriculture Mechanics = 61.1%

ACTION: Continue to work with advisory committee and agricultural groups to keep curriculum in pace with industry needs.

Auto Collision Technology

A direct measure was used within the class, and 12 of 15 students scored above a 75% on all competencies. An Employer Survey on competencies was again conducted, and as a result of that survey, again this year, contractors would like more emphasis placed in the areas of structural damage and mechanical/electrical components. A graduate survey was sent out to all trainees completing the program, but a very poor reply has shown a need to approach the graduates in a different method. A new graduate survey will be needed. The Employer Survey showed that the contractors surveyed felt that the students were being prepared for employment, but we would like to rewrite this survey in the hopes of getting better results on employability skills. All graduating students have met and/or exceeded the standards set by NATEF. The assessment implementation plan, multiple measures matrix, composite curriculum matrix and Faculty Group Report were completed and are on file with the assessment team.

Hotel-Restaurant Management

The results of the 2001-02 school year in the Hotel-Restaurant Management program are somewhat disconcerting. If you looked at the competency matrix, the comment made that 108 Certification Tests with 82 successful completions transformed into the lowest completion rate since 1996. I am going to take a hard look at the review process before the tests are administered if there were some way to be more effective. It should be noted that of the 26 unsuccessful completions, they were the same 6 students involved in multiple unsuccessful attempts. 4 of the 6 did not return for their 2nd year. Motivation, as a factor, cannot be overlooked.

On the hotel end, the results were more encouraging. The 93.4% completion rate holds the line with previous year's performances.

Internships are a requirement in the Hotel-Restaurant Management program with the current evaluation process being very encouraging. 29 of the 31 internships were very impressive. They were rated either very good or excellent. Part of this process is to develop a sense of professionalism within the individual student. I am not completely satisfied with the evaluation process being utilized right now. The form itself is a result of what has come down for the State Dept. of Vocational Education and I feel it does not address growth in the area of developing a professional attitude. Most of the students are involved in a work setting where there are either physical demands such as speed in preparation, ability to stay organized, follow direction, etc. or routine guest handling such as front desk operations. Student personal growth may be visually evident but documentation may be lacking.

As you may be aware, students of the Hotel-Restaurant Management program, through the Hospitality Club, get involved in community activities as well. Such projects as the

President's Club Annual Recognition Banquet, the annual BSC Foundation Golf Tournament, Ruth Meiers' Hospitality House Down Home Country Christmas, Christmas in April, Chamber of Commerce functions, etc. are designed to implant the importance of community involvement in the business world as well as develop a professional approach to the workplace by communicating ability levels to those who may need them.

Lineworker

The assessment for this academic year started off with a completer survey. The results were less than satisfactory. We spent many hours on the telephone with little or no luck in reaching many of our students. About 15% is what we actually made contact with, all of whom were all gainfully employed. Due to the excellent job market for our graduates we feel that the remaining 85% are either employed in the Lineworker field or by choice have chosen to go on to other things.

We also continue to pre and post test our students on the classroom content. In addition we work closely with an advisory board to keep current on industry needs. The pre-post test results show a significant improvement in what we teach, many times 90% + . We keep a close eye on the results to see if adjustments need to be made. Like many technical fields ours is in current change. By meeting with our advisory board biannually we keep updated on industry needs.

Management

Explanation of Analysis and Results of Employer Assessment/Intern Evaluation

In analyzing students' performance from both interns in the program and completers of the program, we used "Average" (performed satisfactorily, though some improvement needed) as the minimum efficiency rating. The criteria used for each competency area is highlighted with a corresponding color on the instruments used (see attached).

With both interns and completers of the program, **all** obtained the minimum of "Average" in all 4 competency areas. 75% of the criteria from all 4 competency areas on the Follow-up Assessment (completers) were rated "very good" and above. Employers commented on how quickly students were able to adapt to the workplace and learn new skills. 80 % of completers have been promoted since graduation into higher-level customer service/management positions.

Power and Process Plant Technology

In the 2001-2002 year we assessed our students in a few different ways. These competencies are outlined in the column labeled “**Power Plant Technology Competencies/Objectives**” in the Faculty Group Assessment Report Matrix.

In a few of the areas the average for the class was low when taking the post assessment exam. One of the competencies was in chemistry. The pre-test average was a 49%. The post-test average was an 80%. This meant that the average increase was a 31%. Not exactly what we would like to see. This was very consistent with all of the competencies. We are in the process of reevaluating the testing procedure. Some of the questions were not worded as clearly as we want them. This could show a better increase in the post test scores. Also the test questions need to be defined better to fit into the categories that we have established. Our lab areas needed much improvement. This has been done already. We should see these scores rise with the increased lab projects.

We are going to make a change in how many classes that we assess. In the past we have tested all classes and came up with stats that don't follow the students all the way through the program. This fall we started to assess just the first semester classes. In the spring semester we will again assess this same class as they are now a 2nd semester class. We will assess them and track their progress as they move along out of 2nd and into the 3rd semester. This will give us a view of how they have progressed throughout the whole program. We hope that the changes that we are making will enhance the student's abilities as well as increasing the program's structure.

Emt-Paramedic

The program established competencies and used indirect measures from the National Registry exam this first year of assessment for the program. On the first attempt, three of the seven students taking the practical part of the exam passed, and three of the four students who retested passed. This 43% pass rate on the first attempt compares with a 41% pass rate nationally. All of the students taking the written exam passed, compared to 63% nationally. Revisions will be made to include direct measures of student performance and learning. The Assessment Plan, Multiple Measures Matrix, Composite Curriculum Matrix, and Faculty Group Report were completed and are on file with the assessment coordinator.

Practical Nursing

The Assessment Plan, Multiple Measures Matrix, and Composite Curriculum Matrix were completed and are on file with the assessment coordinator. However, no students have completed a full cycle of the program, so there is no Faculty Group Report at this time.

